Trocaire College
Middle States Self-Study Design
December 15, 2025

Presented to:

Kristy A. Bishop, Ph.D.
Vice President for Institutional Field Relations
Middle States Commission on Higher Education
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I.   Institutional Overview of Trocaire College

A. Brief History

Trocaire College – a small, private, nonprofit, urban and Catholic institution of higher education located in Buffalo, NY– was established in 1958 by the Buffalo Regional Community of the Sisters of Mercy. The College began as a three-year junior college (Sancta Maria Junior College) with an enrollment of young religious women preparing to become educators. The first academic program offered was an Associate of Applied Science (A.A.S.) in Elementary Education. In 1967, the college's name was officially changed to Trocaire, which is Gaelic for 'mercy', to honor the heritage of the founding sisters.

Over the years, Trocaire has undergone a number of transitions, including: 1) admitting lay women (1965); 2) enlarging the curriculum to include a two-year Nursing A.A.S. Program (1965) and later other career-focused programs; 3) admitting the first male students (1972); 4) substantially renovating the college's main campus (1998); 5) establishing an additional location in a Buffalo suburb (2009); 6) receiving approval from the New York State Education Department (NYSED) to offer its first baccalaureate program – the B.S. in Radiologic Technology (2009); and 7) subsequently receiving approval to offer other programs at the baccalaureate level.

The Trocaire of today is a 4-year non-residential college, focused on career development, and which holds the updated Carnegie classification as an "Opportunity College – Higher Access, Higher Earnings, Special Focus: Nursing". Trocaire offers academic programs in healthcare, business, and technology. Trocaire College has two locations, including the Main Campus in Buffalo, NY and an Extension Site on Transit Road in Williamsville. Enrollment at the College is approximately 1,400 students annually pursing credit programs. Although a 4-year school, the majority of degrees awarded are at the associate's level.

B. Mission Statement

Trocaire derives its strength and focus from its core Mission:

> *Trocaire College, a private, career-oriented Catholic College, in the spirit of the Sisters of Mercy, strives to empower students toward personal enrichment, dignity, and self-worth through education in a variety of professions and in the liberal arts.*

> *Recognizing the individual needs of a diverse student body, Trocaire College provides life learning and development within a community-based environment. Trocaire College prepares students for service in the universal community.*

In its early years, Trocaire was staffed predominantly by Sisters of Mercy supplemented by lay people. Since mid-2025 there are no longer any Sisters of Mercy in administrative positions at

the college. The Sisters of Mercy continue to maintain a vital presence at the College through their service on the College's Board of Trustees. The continuing presence of the Sisters of Mercy provides an essential link between the original call to service by Catherine McAuley, the foundress of the Sisters of Mercy, and the present-day institution.

C. Institutional Goals

In December 2024 the Trocaire Board of Trustees approved the *2025-2028 Trocaire Strategic Plan* – which has six major themes or strategic priorities supporting the major, central priority of Student Success as shown below in Figure 1 **(see Figure 1)**.

Figure 1 – 2025-2028 Trocaire Strategic Plan – Major Themes

Enhancing Our Strengths

Fostering a Culture of Innovation and Accountability

Emphasize innovation and accountability as core themes as the college embarks upon a 3-year process to complete the Middle States Accreditation Self-Study process.

Update and Improve the Learning and Operational Environment

Develop and maintain technology standards for the classroom and operating environment. Provide training in digital literacy and outline the base digital literacy expectations for all employees and students.

Talent Management

Create a Talent Management Plan, based upon the shared culture of innovation, accountability, relationship-building and trust, to ensure Trocaire College continues to be an employer of choice in the WNY region.

Enhancing Student Engagement and Success

Create a new Student Success initiative to cover all aspects of the student's college experience which encourage student engagement and program completion.

Unleashing Our Potential

Delivering Future-Focused Programs

Create and implement academic program evaluation models and use standard outcomes metrics to determine long-term program viability of existing programs. Implement the same model to create new academic programs.

Partnering for Impact

Engage in planful and strategic collaborations and partnerships within and outside the region. Include strategic evaluation of space needs and optimization now and into the future in these ventures.

Enhancing Our Strengths

Fostering a Culture of Innovation and Accountability:
Goal: Successful Completion of Middle States Accreditation Process
- Explicitly build innovation and accountability into the process of achieving accreditation;
- Begin writing Self-Study draft in Spring 2025;
- Review all 7 MSCHE standards against current practice;
- Create and house evidence inventory to support each of the standards;
- Create and widely distribute annual standard by standard MSCHE Gap Analysis Report
- Assign individuals/departments to cover any gaps; administrative review of Gap Analysis annually.

Talent Management:
Goal: Create a Talent Management Plan, based upon a shared culture of innovation, accountability, relationship-building and trust, to make Trocaire an Employer of Choice
- Include recruitment, hiring, engagement, development, performance management, recognition, and succession planning;
- Create opportunities for participation in training endeavors;
- Increase cross-training to maintain functionality;
- Provide employees with access to wellness opportunities.

Update and Improve the Learning and Operational Environment:
Goal: Continually Update and Improve the Learning and Operational Environment
- Develop and maintain technology standards for classroom environment;
- Develop and maintain technology standards for operating environment;
- Provide training in digital literacy and outline base digital literacy expectations for all employees and students;
- Explore and implement tools (e.g., SharePoint) to centralize and enhance shared communication across the college;
- Regularly evaluate 3rd party technology providers.

Enhancing Student Engagement and Success:
Goal: Create a new Student Success initiative to cover all aspects of the student's college experience which encourages student engagement and program completion
- Include enhancement of Testing, Advisement, Accommodations, Tutoring, Counseling, Career Services, Job Placement and Clubs, Organizations, Events and Socials;
- Revise the academic developmental/remedial process and purpose.

Unleashing Our Potential

Delivering Future-Focused Programs:

Goal: Create Academic Program Evaluation and Development Models
- Review all existing programs under the evaluation model using standard outcomes and metrics;
- Use the program development model to create new academic programs;
- Set measurable progress metrics with timeline for new program development.

Partnering for Impact:
Goal: Planful and Strategic Collaboration and Partnerships Within and Outside of the Region
- Explore and be open to strategic collaborations and partnerships both within the region and outside of the region.

D. Key External and Internal Environmental Factors

The *2025-2028 Trocaire Strategic Plan* provides the road map for the College's institutional goals for the next several years. The plan is intentionally focused on a relatively short 3-year period since it is expected that major changes will occur both in the internal and external milieu during this time frame, and the College desires to remain nimble enough to adapt to changes as they occur. The College faces various internal and external environmental factors that have influenced its operations and could continue to do so in the future.

Internal
- Enrollment - Shifts in the student demographics, including declining birthrates and increasing diversity impact the pool of potential students. Trocaire has committed to continued strategies to recruit a more diverse student population and meet evolving student expectations of a more personalized, convenient, and technologically advanced learning experience.
- Budget Deficit - Declining enrollment, decreased funding, high fixed costs, and rising expenses contribute to financial challenges. Trocaire has continued to explore new revenue streams, reducing overhead, and aligning program offerings with student needs to remain fiscally responsible.
- Staffing - The college has worked to ensure that appropriate academic and operational staff are available to help students achieve their educational goals. Trocaire has focused on recruitment and development of human resources, infrastructure (including technological infrastructure), and institutional capacity to limit financial burden while facilitating the ability to implement new strategies and programs.

External
- Disruptive Changes in External Environment with Unknown Outcomes – Recently there have been a number of external factors that may impact the institution. Trocaire College has emphasized its commitment to being proactive in its approach to serving its student population. This includes staying informed about relevant issues, actively engaging with relevant stakeholders, and working towards solutions that benefit students. Some external factors include:

- Reduced Financial Aid - Changes to federal and state student aid programs, such as modifications to loan access and repayment plans.
- Free Community College Tuition - In 2025, New York will offer free community college tuition to adult learners, specifically those aged 25 to 55, through the SUNY and CUNY Reconnect programs.
- Potential Changes in Accreditation - Driven by federal regulations, consumer protection movements, and political pressures, potential changes in accreditation in higher education may lead to a more outcome-focused landscape or adaptation of standards to align with new federal guidelines and state-level requirements.

E. Main Programs of Study

Trocaire is approved by the New York State (NYS) Board of Regents to offer a total of 28 credit-bearing academic programs, including Certificates, 2-year Associate, and 4-year Bachelor's degree programs. The majority of the academic programs have a healthcare-related focus including: Nursing (Practical Nursing, AAS and BS), Radiologic Technology (AAS), Surgical Technology (AAS), Diagnostic Medical Sonography (Certificate); Echocardiography (Certificate); Massage Therapy (AAS, Certificate), and Medical Assistant (AAS, Certificate). Additional programs are offered in the domains of business, technology, and management. Veterinary Technology (AAS) is the newest addition to the college's suite of academic programs.

Discipline-specific accreditors include: the Accreditation Commission for Education in Nursing (ACEN); the Commission on Accreditation of Allied Health Education Programs (CAHEP) / the Accreditation Review Council on Education in Surgical Technology and Surgical Assisting (ARC/STSA); and the Joint Review Committee on Education in Radiologic Technology (JRCERT). Additionally, the Veterinary Technology AAS program is currently in process to undergo initial accreditation from the American Veterinary Medical Association Committee on Veterinary Technician Education and Activities® (AVMA CVTEA®).

In addition to offering for-credit courses for degree-seeking students, the College also has an active Workforce Development (WFD) department offering non-credit healthcare and technology refresher courses, corporate training, and adult continuing education.

F. Student Population Served

Fall 2024 enrollment was 1,069 students, with 982 matriculated in academic programs. Of these, 421 were full-time and 648 were part-time students. Although the College is co-educational, the student population is predominantly female (81%). Approximately 47% of the students are minorities, closely reflecting the ethnic distribution of the city of Buffalo. Students are, in general, non-traditional on the basis of their age (mean age – 29.4 years; 24.7% of the student population is between the ages of 18 to 22 years). Annually, new students comprise approximately 34% of the total student body; of these, twice as many are transfers as compared

to first-time freshman. The large majority of students reside in Erie County NY, the county in which Trocaire and the City of Buffalo are located.

G. Student Achievement Metrics

Data-driven decision-making in education relies on the systematic collection, reporting, and tracking of various student achievement metrics. Trocaire College utilizes a structured approach to ensure that the data collected is comprehensive and accurate. The data from these metrics are utilized to inform improvements in recruitment, support services, teaching, and training.

- Enrollment - Between 2020 and 2024, new student enrollment declined by 289, marking a 23% decrease. Additionally, part-time attendance at the College continues to comprise the majority of students with 57.3% of students attending part-time in fall 2024. This number has been as high as 64.7% in fall 2022 (**see Table 1**).

- Student Demographics - Although the majority of enrolled students are White, there has been a noticeable increase in the percentages of African American, Asian, and Hispanic students over the past five years. Specifically, the enrollment rate of African American students increased from 23.2% to 35.6%, the enrollment rate of Asian students rose from 1.7% to 3.8%, and the enrollment rate of Hispanic/Latino students rose from 5.6% to 6.6% (**see Table 1**).
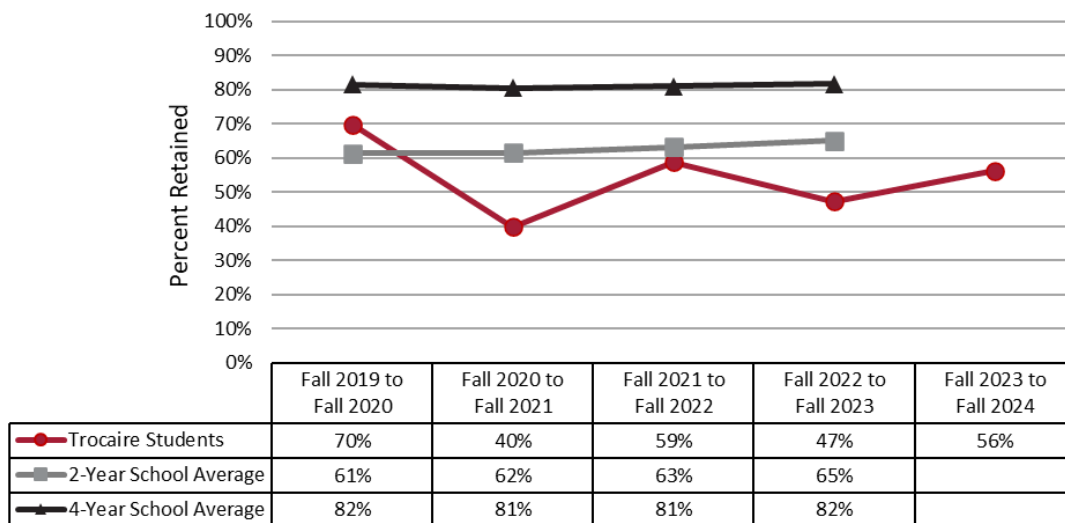
Table 1 - Five Year Enrollment Data Disaggregated by Populations.

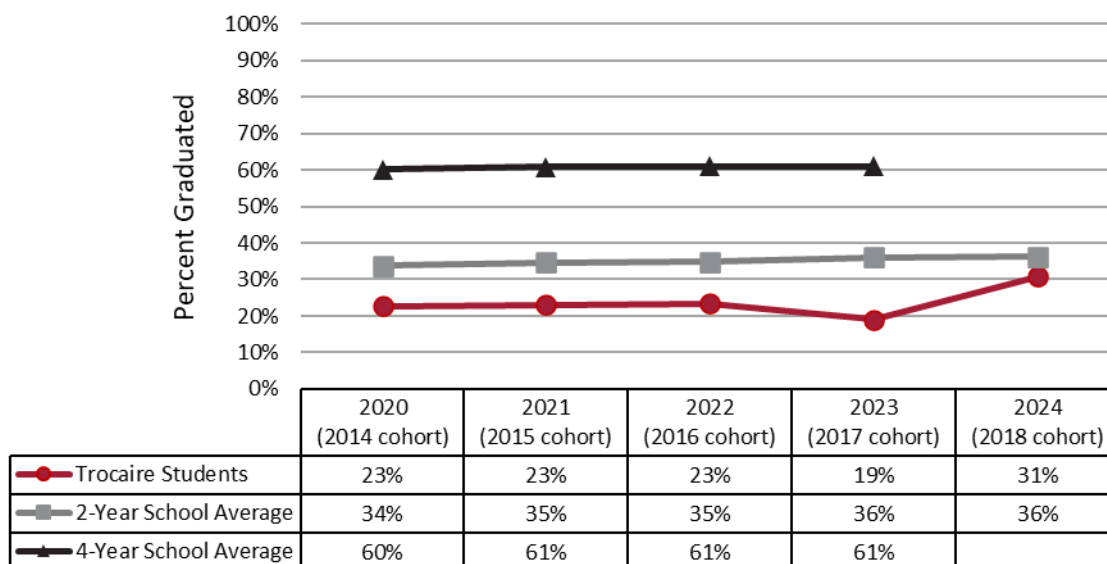|	Fall 2020		Fall 2021		Fall 2022		Fall 2023		Fall 2024	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Gender										
Male	165	13.0%	124	11.8%	113	11.7%	122	12.7%	132	13.4%
Female	1106	87.0%	924	88.2%	850	88.2%	832	86.5%	847	86.3%
Not Provided	0	0.0%	0	0.0%	1	0.1%	8	0.8%	3	0.3%
Enrollment Status										
Full-time	553	43.5%	424	40.5%	340	35.3%	390	40.5%	419	42.7%
Part-time	718	56.5%	624	59.5%	624	64.7%	572	59.5%	563	57.3%
Ethnicity										
Nonresident alien	0	0.0%	4	0.4%	4	0.4%	0	0.0%	1	0.1%
Hispanic/Latino	71	5.6%	62	5.9%	72	7.5%	70	7.3%	65	6.6%
American Indian	16	1.3%	14	1.3%	16	1.7%	10	1.0%	11	1.1%
Asian	21	1.7%	21	2.0%	32	3.3%	34	30.5%	37	3.8%
African American	295	23.2%	214	20.4%	261	27.1%	293	30.5%	350	35.6%
Pacific Islander	2	0.2%	0	0.0%	1	0.1%	2	0.2%	1	0.1%
White	738	58.1%	565	53.9%	439	45.5%	467	48.5%	463	47.1%
Two or more races	7	0.6%	7	0.7%	4	0.4%	5	0.5%	6	0.6%
Unknown	121	9.5%	161	15.4%	135	14.0%	81	8.4%	48	4.9%
Total	**1271**	**100.0%**	**1048**	**100.0%**	**964**	**100.0%**	**962**	**100.0%**	**982**	**100.0%**

- Student Retention - The overall fall-to-fall retention rate for full-time, first-time degree-seeking students has fluctuated but ultimately decreased from 70% to 56% between fall 2019 and 2024 **(see Table 2)**.
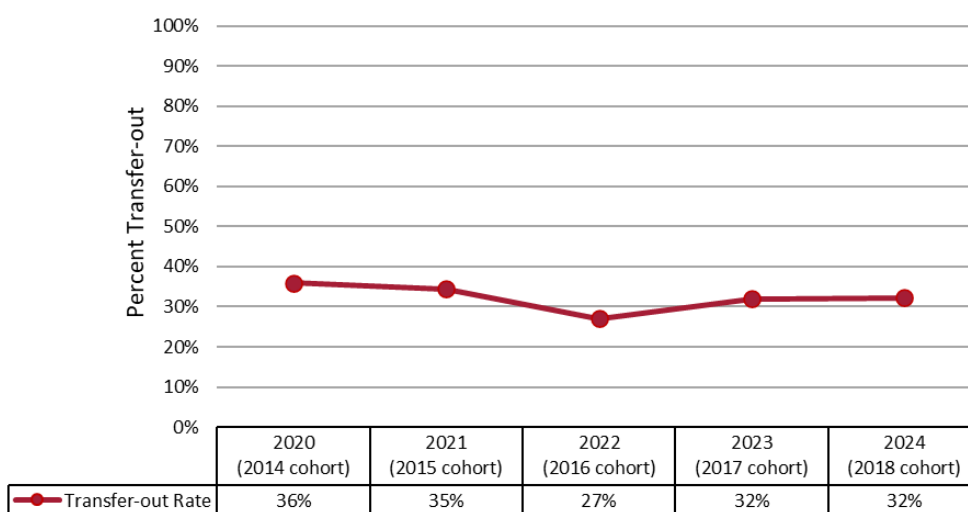
Table 2 - Five Year Retention Rates.

	Fall 2019 to Fall 2020	Fall 2020 to Fall 2021	Fall 2021 to Fall 2022	Fall 2022 to Fall 2023	Fall 2023 to Fall 2024
Trocaire Students	70%	40%	59%	47%	56%
2-Year School Average	61%	62%	63%	65%	
4-Year School Average	82%	81%	81%	82%	

- Graduation Rates - The graduation rate for full-time, first-time students has fluctuated but ultimately increased from 23% to 31% between fall 2020 and 2024, approaching graduation rates reported for national 2-year school averages (**see Table 3**).

Table 3 - Five Year Graduation Rates.

	2020 (2014 cohort)	2021 (2015 cohort)	2022 (2016 cohort)	2023 (2017 cohort)	2024 (2018 cohort)
Trocaire Students	23%	23%	23%	19%	31%
2-Year School Average	34%	35%	35%	36%	36%
4-Year School Average	60%	61%	61%	61%	

- Transfer Rates - The transfer rate for degree-seeking students has remained relatively consistent from 36% to 32% between fall 2020 and 2024 (**see Table 4**).

Table 4 - Five Year Transfer – Out Rate.

	2020 (2014 cohort)	2021 (2015 cohort)	2022 (2016 cohort)	2023 (2017 cohort)	2024 (2018 cohort)
Transfer-out Rate	36%	35%	27%	32%	32%

- First-Time Licensure Pass Rates - Between 2020 and 2024, licensure pass rates in several professional programs significantly increased. Nursing AAS pass rates increased from 65.1% to 78.5%, Practical Nursing pass rates increased from 66.7% to 100% and Surgical Technology pass rates increased from 90.9% to 100%. Despite several years of decreased pass rates, Massage Therapy pass rates are currently at 100%, while Radiologic Technology pass rates have decreased 94.1% to 82.1% (**see Table 5**).

Table 5 - First-Time Licensure Pass Rates.

Program	Exam	2020	2021	2022	2023	2024
Nursing AAS	NCLEX-RN	65.1%	54.6%	52.4%	60.5%	78.5%
Practical Nursing	NCLEX-PN	66.7%	55.8%	52.6%	66.7%	100%
Radiologic Technology	ARRT exam	94.1%	87%	75.0%	83.3%	82.1%
Surgical Technology	CST Credential	90.9%	89.5%	83.3%	88.2%	100%
Massage Therapy	New York State Examination	100%	50%	66.7%	50%	100%

- Faculty and Staff - Trocaire College is governed by a 16-member Board of Trustees and a shared governance system. Trocaire's administrative team is led by a President, Executive Vice President/Chief Operations Officer, and six college administrators.

Currently, Trocaire employs 260 employees, 27 full-time faculty, 128 part-time employees and adjunct faculty, 65 full-time administrative and professional staff, and 33 part-time support staff. The current student-to-faculty ratio is 9 to 1 (**see Table 6**).

Table 6 - Spring 2025 Employees by Classification.

Category	# of Employees
Administration	8
FT Staff	65
PT Staff	33
FT Faculty	27
PT Teaching Faculty	34
PT Clinical Instructors	94

II.   Institutional Priorities to be Addressed in the Self-Study

The self-study process is a fundamental aspect of an institution's life cycle, particularly within the context of higher education and accreditation. It serves several key purposes, moving beyond merely fulfilling accreditation requirements to fostering genuine institutional improvement and sustainability through college-wide collaboration. The Middle States Steering Committee began meeting as a collective in the Spring 2025 semester. As early as the first meeting, we began identification of Institutional Priorities that align with both Trocaire's Mission and the recently adopted *2025-2028 Trocaire Strategic Plan* (**see Table 7**). These priorities were also evaluated in the context of the Standards established by the Middle States Commission on Higher Education (MSCHE) (**see Table 8**). The Self-Study working groups will be attentive to the identified Institutional Priorities and will be charged with addressing them, where appropriate in each Standard, and explicitly respond to them along with the criteria within each of the accreditation standards. Following this systematic, consultative, and data-driven approach, the following Institutional Priorities were approved to be addressed in the Self-Study:

- Enrollment Management - Attract and Retain Diverse Students Within All Programs
- Student Success - Commit to Teaching, Learning, and Support
- Invest in and Sustain Resources - Commit to Fiscal, Operational, and Infrastructure Sustainability

Priority 1 - Enrollment Management - Attract and Retain Diverse Students Within All Programs
This priority focuses on the College's development of a Strategic Enrollment Management Plan, and a strategic and intentional marketing plan. It includes committing to previously identified strategies for Diversity, Equity, and Inclusion in order to respond to the evolving needs of Trocaire students. Institutional Priority One is a primary point of emphasis in Standards I-V.

Priority 2 - Student Success – Commit to Teaching, Learning, and Support

This priority focuses on the College's efforts to provide holistic academic services for students, to increase access and improve outcomes, and strengthen the College's commitment to community, academic integrity, and service. Institutional Priority Two is a primary point of emphasis in Standards I-V.

Priority 3 - Invest in and Sustain Resources - Commit to Fiscal, Operational, and Infrastructure Sustainability
This priority focuses on the College's work in investing resources into internal data-sharing, communications, decision-making, and systems integration; advancing institutional effectiveness and organizational efficiency through integrated planning; and developing a proactive fiscal strategy. Institutional Priority Three is a primary point of emphasis in Standards I, II, VI, and VII.

By addressing these Institutional Priorities in the Self-Study, the College can identify areas of strength, pinpoint areas for improvement, and develop strategies to enhance our overall effectiveness and impact.

Table 7 - Institutional Priorities aligned with Mission Elements and Strategic Plan.

Mission Elements	Priority 1 Enrollment Management	Priority 2 Student Success	Priority 3 Invest in and Sustain Resources
Empower students through education	X	X	
Individual needs of a diverse student body	X	X	
Life-long learning		X	
Community-based environment		X	X
Strategic Plan Elements	**Priority 1 Enrollment Management**	**Priority 2 Student Success**	**Priority 3 Invest in and Sustain Resources**
Fostering a Culture of Innovation and Accountability	X	X	X
Talent Management			X
Update and Improve the Learning and Operational Environment	X	X	X
Enhance Student Engagement and Success		X	X
Delivering Future-Focused Programs	X	X	X
Partnering for Impact	X		X

Table 8 - Institutional Priorities aligned with Middle States Standards for Accreditation.

MSCHE Standards	Priority 1 Enrollment Management	Priority 2 Student Success	Priority 3 Invest in and Sustain Resources
Standard I: Mission and Goals	X	X	X
Standard II: Ethics and Integrity	X	X	X

Standard III: Design and delivery of the Student Learning Experience	X	X	X
Standard IV: Support of the Student Experience	X	X	
Standard V: Educational Effectiveness Assessment	X	X	
Standard VI: Planning Resources, And Institutional Improvement	X		X
Standard VII: Governance, Leadership, and Administration	X	X	X

III. Intended Outcomes of the Self-Study

- Demonstrate how the institution currently meets the Commission's Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and provides evidence by Standard in alignment with the Evidence Expectations by Standard.

- Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution's priorities, mission, and goals.

- Engage the institutional community in an inclusive and transparent self- appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.

- Evaluate how the *Trocaire 2025-2028 Strategic Plan*, with its central theme of Student Success and its related strategic priorities, supports the mission and has permeated the core of the institution, and how the processes of assessment and evaluation are used to demonstrate and support achievement of the goals and objectives.

IV. Self-Study Design

Trocaire will use a **standards-based model** for the 2027 - 2028 Self-Study. This model gives equal attention and reflection to all accreditation standards and their criteria; allowing for a holistic analysis of college practices, processes, and goals. A standards - based model provides an opportunity to appraise all aspects of the College including mission, strategic plan, institutional effectiveness, academic programs and student learning, student support services, and associated resources. The charge and selected lines of inquiry for each of the seven standards were developed to align with the Institutional Priorities identified by the Steering Committee, which draw heavily from the College's recently adopted Strategic Plan. This approach will illustrate a clear connection between Mission, Institutional Priorities, and the MSCHE Standards.

V. Organizational Structure of the Steering Committee and Working Groups

Trocaire has structured the Self-Study process around a central *Middle States Steering Committee* and seven *Working Groups* or focus areas. Each Working Group has two co-chairs, and each of these co-chairs sit on the Steering Committee. In addition, the Steering Committee itself has two co-chairs. Steering Committee membership, along with the membership of the seven associated Working Groups, is shown in Table 9 (**see Table 9**). The Committee and Working Groups together are comprised of 31 individuals, including 11 faculty members. Working Groups 1 through 7 have been assigned to address each of the seven Middle States standards. Additionally, a Data Support Manager has been assigned to the Self-Study process to ensure data accessibility and integrity.

A. College-Wide Involvement in Self-Study

Taken together the members of the Steering Committee and Working Groups represent approximately 30% of the College's 106 total full-time employees, demonstrating a relatively high proportion of direct involvement in the Self-Study process by the college constituency. In addition to the members of the Self-Study Steering Committee, associated Working Groups and the individuals assigned to a special focus area, the college will directly involve shared governance bodies such as Student Government Association, Faculty Senate, and Administrative Advisory Council as wide a spectrum of the community of interest as possible in the Self-Study process.

Student Focus Groups: As a non-residential career-focused college with primarily Associate's degree programs, it is very challenging to engage students to work on committees, particularly committees with long time frames. To address this challenge, special student focus groups will be assembled and associated with each of the Working Groups. At key junctures in the self-study process, the student focus groups will be provided with the information and findings of the Working Group and will be invited to provide feedback and commentary.

An in-depth description as to how information coming out of the Self-Study Steering Committee and associated Working Groups will be disseminated to the broad college community, including all employees, students, board members, alumni, and advisory committees, is provided below in the section on the Communication Plan.

B. Steering Committee Responsibilities

The Steering Committee provides leadership and guidance to the Self-Study process. The responsibilities of the Steering Committee are to:
- Serve as a liaison or Co-chair to a Working Group and corresponding standard
- Develop a comprehensive understanding of the entire accreditation process

- Utilize existing evaluation and assessment information that institutional priorities are in alignment with the Trocaire College's Strategic Plan, Mission, as well as the seven standards of accreditation
- Create a glossary of standard file names to label each piece of evidence for cross-referencing in order to reduce undue duplication of effort
- Provide leadership and guidance to the Working Groups and monitor progress to ensure that the timeline is implemented and deadlines are met for completing the final Self-Study Report
- Contribute key portions to the Self-Study design, including the lines of inquiry for each of the seven standards of accreditation
- Ensure that the seven standards Working Groups coordinate evidence collection effort
- Promote and communicate the Self-Study process to all campus stakeholders and arrange for review and feedback of the Self-Study Report to include the College President, Board of Trustees, Leadership Council, administrators, faculty, staff, students, shared governance groups, and other stakeholders
- Contribute to, review, and approve the periodic reports, Self-Study drafts, and final reports of the Working Groups
- Prepare for and engage in the MSCHE Liaison visit and evaluation team visit

Table 9 – Steering Committee Membership and Roles.

Steering Committee Members	Working Group Members	Standard, Role, or Focus
Steering Committee Co-Chairs		

Co-Chairs:
 	
 Dr. Jennifer Blickwedehl
   Chief Academic Affairs Officer
 	
 Dr. Susan Plache
   Professor, Arts & Sciences
		Steering Committee - Coordination and Direction
		
		 Review and Consolidation of Working Group Reports
		
		 Finalization of Verification of Compliance Report and Self-Study Report
		
		 Communication and dissemination of the draft and final reports.

Working Group I – Standard I: Mission and Goals		

Co-Chairs:
 	
 Ms. Monica Saltarelli, MA
   Mercy Mission Manager
 	
 Dr. M. Ryan Woodcock
   Assistant Professor, Arts & Sciences
	Mr. Patrick Allaire, BA
	   Human Resources Coordinator
	
	 Dr. Amy Przepasniak-Breski
	   Professor, Arts & Sciences
		Standard I –
		 Mission and Goals

Working Group II – Standard II: Ethics and Integrity		
Co-Chairs: **Dr. Solomon Nelson** Professor, Arts & Sciences	**Dr. Jacob Fisher**	**Standard II –** **Ethics and Integrity**

Steering Committee Members	Working Group Members	Standard, Role, or Focus
Ms. Shani Smith, MPA, MBA, PHR Human Resources Director Title IX Coordinator Civil Rights Compliance Advocate	Assistant Dean of Nursing and Program Director, A.A.S. Nursing **Ms. Michelle Grabowski, MS. Ed** Coordinator of Student Life	
Working Group III – Standard III: Design and Delivery of the Student Learning Experience		
Co-Chairs: **Dr. Daniel Nickolai** Professor, Arts & Sciences **Mrs. Dorothy Worrall, MS** Registrar Director	**Dr. Patricia Losito** Dean of Nursing **Ms. Andrea Vasile, MS** Assistant Professor, Arts & Sciences	**Standard III –** **Design and Delivery of the Student Learning Experience**
Working Group IV – Standard IV: Support of the Student Experience		
Co-Chairs: **Dr. Phillip Fiorello, RN, CNE** Assistant Professor, Nursing **Dr. Christine Ryan** Dean of Student Success Director of the Title III Grant	**Mr. John Holtje, BS** Assistant Dean of Admissions **Dr. Mitch Tucker** Associate Professor, Arts & Sciences	**Standard IV –** **Support of the Student Experience**
Working Group V – Standard V: Educational Effectiveness Assessment		

Steering Committee Members	Working Group Members	Standard, Role, or Focus

Co-Chairs:
 	
Mrs. Leah Gilmer, CST, BS
   Assistant Dean of Allied Health and Professions, Program Director - Surgical Technology, Program Director - Medical Assistant
 	
Dr. Susan Plache
   Professor, Arts & Sciences President, Faculty Senate
	Ms. Jaclyn Bianchi, CST, BS
	   Clinical Coordinator and Instructor, Surgical Technology
	
	Ms. Nicole Korzeniewski, BA, MAOL
	   Assistant Director of Workforce Development
		Standard V –
		Educational Effectiveness Assessment

Working Group VI – Standard VI: Planning, Resources and Institutional Improvement		

Co-Chairs:
 	
Mr. Michael Cucinotta, MBA
   Vice President, Finance & Administration
 	
Dr. Kelly Wallace
   Professor, Arts & Sciences
	Dr. Jenny Nickeson
	   Program Director, TRIO - Student Support Services
	
	Ms. Mary Beth Scumaci, MSED
	   Director of Digital Learning
		Standard VI –
		Planning, Resources, and Institutional Improvement

Working Group VII – Standard VII: Governance, Leadership and Administration		
Co-Chairs: **Mr. Jason Konesco, MBA** Executive Vice President **Dr. Joanna Hillman**	**Ms. Archangela Kervin, MAOL**	**Standard VII –** **Governance, Leadership and Administration**

Steering Committee Members	Working Group Members	Standard, Role, or Focus
Dean Health, Science and General Education	Director of Palisano Learning Center (PLC) and Trocaire Opportunity Program (HEOP) **Ms. Michelle Phillips, BA** Executive Assistant to the President and Board of Trustees	
Data Support		
Dr. Hannah McQueen Director of Institutional Effectiveness/ Accreditation Liaison Officer	N/A	**Accreditation Records, Steering Committee Support, Communication**
Mr. David Holfoth, MA Research Analyst	N/A	**Data Accessibility, Data Support / Data Integrity**

C. Specific Working Group Charges

Each Working Group was assigned to a specific standard and, with input from the Steering Committee members and approval from the Executive Leadership Team, populated with four members to ensure broad representation of the campus community.

A listing of the specific charges for each Working Group is provided below:

Working Group I: Mission and Goals
    Standard I – Mission and Goals

The College's *Trocaire 2025-2028 Strategic Plan* was approved by the Board of Trustees in December 2024. The plan process resulted in a reaffirmation of the college's Mission Statement and provided a roadmap of strategic priorities with specific goals and objectives in support of the college's future covering the period of 2025 - 2028.

It is the charge to Working Group I to demonstrate how the process of affirming the mission and developing goals was both inclusive and collaborative with both internal and external constituents. This group will demonstrate how the *Trocaire 2025-2028 Strategic Plan* has been used to set the College's *Strategic Priorities* to guide the College's internal stakeholder groups in goal setting, assessment, and resource allocation decisions. Working Group I will systematically address the following lines of inquiry:

- Based on Evidence examined, how effectively does the reaffirmed mission of Trocaire College align with and inform effectiveness of the development, implementation, and assessment of the goals of *Trocaire 2025-2028 Strategic Plan*?
- What was the process by which the mission and strategic goals were reaffirmed and approved by the Board of Trustees, as well as other internal and external stakeholders and how does this reflect institutional commitment to mission-driven planning and governance?
- How are the mission and strategic priorities operationalized to support student learning, achievement, and holistic development?

Working Group II: Ethics and Integrity
    Standard II – Ethics and Integrity

Working Group II will demonstrate how the College adheres to its **mission** to *empower students toward personal enrichment, dignity, and self-worth through education* using its affiliation with the Sisters of Mercy as a frame of reference. Core values of the College as outlined in the *Trocaire 2025-2028 Strategic Plan* include the demonstration of integrity – defined as *the ability to gain the trust of those we serve and those we employ – and delivering on our promises*. This includes the use of effective communication and providing accurate information

at all levels of the college to both internal and external stakeholders. Working Group II will also demonstrate how their inquiry aligns with and promotes the college's strategic priorities.

Through its research, Working Group II will seek answers to the following questions:

- To what extent does the college demonstrate and uphold its commitment to academic freedom, freedom of expression, and protection of intellectual property? Based on the evidence examined, how well do these commitments foster a culture of integrity, contribute to academic excellence, and enhance student learning and program quality in alignment with the college's mission and core values?
- How well does the evidence demonstrate that the college fosters a climate of mutual respect, equity, and inclusion among students, faculty, staff, and administrators? How well do these practices support the mission and advance the strategic priorities of *'Enhancing Student Engagement and Success* and *Partnering for Impact'* while reflecting the principles of ethical conduct and integrity expected by the Middle States?
- What evidence supports how the college ensures that its recruitment, hiring, evaluation, promotion, discipline, and separation processes are conducted in an ethical, fair, and impartial manner? What specific evidence supports the systems that are in place to identify and manage potential conflicts of interest, and how do these efforts align with the strategic priority of '*Talent Management'* and the expectations for integrity under MSCHE Standard II?
- What specific evidence supports the mechanisms that are in place to ensure institutional communications are accurate, comprehensive, and accessible to all stakeholders? How does the college demonstrate compliance with MSCHE's Requirements of Affiliation and applicable federal and state regulations, including verification of student identity, reporting obligations, and timely disclosure of substantive changes?
- Based on the evidence examined, how well are the processes that are in place for the college to periodically assess the effectiveness of its ethics and integrity policies, including grievance procedures, student financial information, and communication of rights and responsibilities? How are the findings from these assessments used to strengthen institutional integrity and support the strategic priorities '*Delivering Future-Focused Programs'* and '*Enhancing Student Engagement and Success"*?

Working Group III: Design and Delivery of the Student Learning Experience
    Standard III – Design and Delivery of the Student Learning Experience

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Working Group III will document how Trocaire College designs and delivers academic programs that are rigorous and are disseminated in a coherent student learning experience regardless of the degree/certificate level and modality offered. Examinations will be performed of how both the general studies and professional programs are designed and assessed in order to ensure academic integrity, curricular cohesion, and preparation for entry into professional disciplines. Working Group III will evaluate how teaching modalities employed by Trocaire College ensure a rigorous learning experience at all program, certificate, and degree levels, consistent with expectations. Consistent with the *Trocaire 2025-2028 Strategic Plan* goals of *updating and improving the*

learning and operational environment to enhance student success and deliver future focused programs, the college will demonstrate how it offers students learning experiences with rigor, that are designed and delivered by faculty and professionals that hold qualifications for the work that they perform. The faculty and staff are provided with support and professional development for growth and innovation in accordance with the strategic plan goal of *Talent Management*. Working Group III will further demonstrate how these professionals are reviewed based on clear and fair criteria.

Evaluation of Standard III will be linked to components of the College's *Trocaire 2025-2028 Strategic Plan* as shown below in the answers to the following lines of inquiry:

- Based on the evidence examined, how well does the college provide sufficient learning opportunities and resources to support rigorous programs of study and coherent pathways for academic progress and how is student achievement measured?
- To what extent are individual courses across various modalities designed and assessed both in terms of their specific course outcomes and their effectiveness in achieving the objectives of the specific academic programs and how effectively are course and program outcomes assessed and adjusted to improve outcomes?
- What is the specific evidence analyzed by the working group that demonstrates qualified faculty are selected, evaluated and continually trained in order to ensure academic delivery that achieves the desired outcomes for individual courses and programs?
- To what extent are student learning assessment results measured and used to inform institutional planning and resource allocation?

Working Group IV: Support of the Student Experience
   Standard IV – Support of the Student Experience

The *Trocaire 2025-2028 Strategic Plan* has targeted *'Student Success'* as the centerpiece of its desired outcomes. Student success not only aligns with traditional desired student achievement such as academic program completion, it also means perfecting the ways we meet students' academic, personal, and professional needs throughout their time at Trocaire. To achieve the outcome of "Student Success," the College must continuously evaluate and improve all of the inputs and systems that allow us to recruit, support, retain, teach, graduate, and provide employment information to students.

Working Group IV intends to provide compelling and measurable evidence of student learning acquired through co-curricular activities and supports which have high impact on the student experience at Trocaire and fosters student success.

Through its research, Working Group IV will seek answers to the following lines of inquiry:

- Based on the evidence examined, how well does the institution provides accurate, transparent financial information and upholds ethical policies and procedures for admissions, support of underprepared students, evaluation of transfer/prior learning

credit, and secure management of student records? How does the College provide prospective and currently enrolled students accurate and appropriate information regarding federal, state, and campus-based financial aid?

- To what extent do student support services and co-curricular programs align with the institution's mission and demographics, foster student development and success, meet the needs of diverse learners, and how is their effectiveness periodically assessed and improved?

- Based on the evidence examined, how well do institutional practices support graduation, retention, persistence, and success, and how is disaggregated student achievement data used to set priorities and improve outcomes for all student populations?

- What evidence demonstrates how effectively the institution's processes support student achievement—including program completion, transfer, and post-completion placement—in helping students reach their educational, career, and postgraduate goals, and where might these processes be improved?

Working Group V: Educational Effectiveness Assessment
   Standard V – Educational Effectiveness Assessment

Trocaire College underscores the importance of excellence in academic programs through the *Trocaire 2025-2028 Strategic Plan* strategic priority of *'Delivering Future-Focused Programs'*. This strategic goal asks the College to ensure that academic programs graduate students with the knowledge and experience to be "graduates of choice." In support of this goal, the assessment of *program learning outcomes* and *student achievement measures* validates that students are achieving the desired educational goals that will assist them be successful in their respective field.

Working Group V is charged with investigating Trocaire College's assessment of educational goals and demonstrating that they are compatible with the students' program of study, degree level, and the institution's mission. This group will provide evidence of the College's assessment practices related to program-level student learning outcomes and determine how these practices lead to results-based improvements in the student's learning experience at Trocaire College. Furthermore, Working Group V will validate the effectiveness of the College's periodic evaluation of the assessment process that it uses.

Working Group V will seek to address the following lines of inquiry:

- How well are assessment activities used to demonstrate that the student's educational experience is harmonious with the College's mission and the *Trocaire 2025-2028 Strategic Plan*, and does the College demonstrate that assessment of student learning is systematic, effective, and sustained?

- To what extent does the College ensure that institution-wide student learning outcomes are reinforced through individual programs while demonstrating that assessment of student learning is systematic, effective, and sustained? How well does the College use

assessment data from different student populations to evaluate educational effectiveness and elucidate barriers among relevant student groups, and how do we use this data to provide additional support for student success among these groups?

- What is the specific evidence analyzed by the working group that demonstrates that the College uses assessment results in the decision-making process to improve the student educational experience including preparing students for successful careers, meaningful lives, and lifelong learning in a manner consistent with our mission and Mercy heritage?

> **Working Group VI: Planning, Resources and Institutional Improvement**
>   Standard VI – Planning, Resources, and Institutional Improvement

Standard VI asks the College to consider how institutional planning processes, allocation of resources, and organizational structure align with each other to meet the mission and goals of Trocaire College. The seamless integration and operation of these items within the institution is essential to its success, now and for the future.

Working Group VI will review evidence of: the institutional budgeting process; methods by which resources are allocated and how they align with the *Trocaire 2025-2028 Strategic Plan;* the College's strategic planning process and how it serves the institutional mission; the viability and longevity of fiscal and human resources as well as the physical and technical infrastructure; and how measurement of these processes and their associated outcomes are being used for continuous improvement.

Working Group VI will use the following lines of inquiry to guide its discovery:

- Based on the evidence examined, how effectively does Trocaire College engage in systematic, evidence-informed planning that advances its mission and strategic priorities? In what ways are planning, assessment, and resource allocation processes aligned and communicated across the institution? How are faculty, staff, and administrators engaged in participating and contributing to these processes to ensure institutional effectiveness and a culture of continuous improvement?
- Considering the evidence, how effectively does Trocaire College plan, manage, and distribute its financial resources to support institutional priorities and student success? In what ways do budgeting and resource allocation processes reflect the College's 2025-2028 Strategic Plan, mission, strategic goals, and commitment to long-term sustainability? How are financial performance, accountability, and transparency proven through assessment, reporting, continuous improvement practices and student success?
- How effectively does Trocaire College plan, maintain, and enhance its facilities, infrastructure, and technology to support institutional mission and strategic priorities? In what ways do long-term maintenance, sustainability, and space utilization planning reflect data-informed decision-making and responsiveness to enrollment and programmatic needs? How do these planning efforts ensure that the College's physical

and technological resources remain adequate, sustainable, and supportive of student learning and institutional effectiveness?

Working Group VII: Governance, Leadership and Administration
   Standard VII – Governance, Leadership and Administration

Standard VII validates that the College functions independently, practices shared governance, and that the college leadership conducts its work transparently and for the benefit of the students, staff, faculty, and Western New York community.

Working Group VII will examine the following lines of inquiry:

- Based on the evidence examined, how well does Trocaire's governance structure ensure transparent, inclusive, and accountable decision-making among the Board of Trustees, administration, faculty, staff, and students in ways that uphold institutional integrity and reflect the College's mission and values, including priorities outlined in the *Trocaire 2025-2028 Strategic Plan*?
- To what extent does the Board of Trustees demonstrate fiduciary responsibility and oversight that uphold academic quality, financial integrity, and alignment between institutional planning, the College mission, and the *Trocaire 2025-2028 Strategic Plan* priorities of *academic excellence, operational efficiency, market agility, institutional visibility, and long-term financial sustainability*?
- Based on evidence reviewed, how well does the College President and administrative leadership exercise appropriate authority, autonomy, and collaboration to lead institutional planning, staffing, and resource management in support of student success, academic excellence, and operational effectiveness consistent with Trocaire's mission and the *Trocaire 2025-2028 Strategic Plan* priorities of *academic excellence, operational efficiency, market agility, institutional visibility, and long-term financial sustainability*?
- What evidence demonstrates that Trocaire systematically assesses the effectiveness of its governance, leadership, and administrative structures, and to what extent are assessment results used to promote institutional agility, accountability, and continuous improvement in alignment with the *Trocaire 2025-2028 Strategic Plan* and its goals for academic excellence, operational excellence, and institutional visibility?
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Special Focus: Data Accessibility / Data Support / Data Integrity

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An individual has been assigned to review all institutional data, including such materials as IPEDS reports, New York State HEDS reports, credentialing / licensing pass rate data, benchmarking information, Fact Book, Key Performance Indicators, student and program learning outcomes, and budget and financials data, to ensure that the information presented in the Self-Study is accurate, consistent, valid, and reliable.

VI.   Guidelines for Reporting

Although the areas to be reviewed and evaluated will necessarily differ, all Working Groups are generally expected to use the following framework in their analysis and discussion:

- *Review* the assigned Standard, Evidence Expectations, and Institutional Priorities.
- *Develop lines of inquiry* needed to evaluate the Standard. These may be in the form of research questions. The research questions are meant only to be a guide and will not be included in the final Self-Study document per se.
- *Identify the key sources of relevant documentation*, and institutional processes and procedures, to be gathered and reviewed. This information will be stored in the documentation folder for each standard, that is a working document and will change throughout the course of Self-Study.
- *Create an evidence-based narrative analysis* of how the College addresses the attributes and activities included in the Standard and evidence expectation guidelines demonstrating how Trocaire meets the Standard. Within this narrative, demonstrate linkages between the assigned Standard and relevant institutional mission, strategic initiatives, objectives, and plans. In particular, explicitly provide an evaluation of the extent to which the goals and priorities of the *2025-2028 Trocaire Strategic Plan* have been advanced and note any obstacles to their completion. Provide this analysis to the Steering Committee.
- Include in the narrative a specific analysis of how the institution *periodically evaluates and assesses its effectiveness* in terms of the Standards under review.
- Lastly, include in the narrative an *analysis of institutional strengths, challenges, and opportunities for improvement*, that may appear as recommendations in the final Self-Study document.

To guide the efforts of the Working Groups, the Steering Committee meetings will be held once a month. Notes from these meetings will be made available to Steering Committee members unable to attend, fostering continued collaboration and information-sharing. In addition to the monthly meetings, both the Steering Committee and Working Groups will utilize Microsoft SharePoint for communication, deadline tracking, and file storage. Moreover, all research and data requests will be submitted to the data support manager.

The process for vetting and approving recommendations from the Working Groups will begin with an initial review by the Self-Study Co-chairs and the Steering Committee to ensure alignment with institutional goals and outcomes. Following the initial review, the Campus Community will have an opportunity to provide feedback regarding the feasibility and implications of each recommendation. Subsequently, Working Groups can revise recommendations based on this feedback, conducting further analysis or seeking additional consultation as necessary. Upon thorough review, the refined recommendations will be included in the final report submission.

In the final report submission to the Co-chairs, Working Groups are expected to provide a detailed analysis and evaluation surpassing descriptive information. While substantial segments of the Working Group reports will be included in the final Self-Study report submitted to the

Middle States Commission on Higher Education, the Self-Study Co-chairs will retain final editorial authority over the Self-Study Report, based on input and feedback from the Campus Community and shared governance groups, and final approvals from the Board of Trustees and the Executive Leadership Team. Guided by the lines of inquiry for each standard, the report should be composed as a single, coherent narrative using clear and concise language.

A. Deadlines for Draft Documents and Reports

In addition to regular monthly meetings and check-ins, the following identifies all significant deadlines for Steering Committee drafts and documents:

Deadline	Report
June 23, 2025	Working Group Charge and Lines of Inquiry
October 20, 2025	Gap Analysis
January 12, 2026	Periodic Report and Data Analysis
November 16, 2026	Periodic Report and Data Analysis
June 8, 2026	Periodic Report and Data Analysis
January 4, 2027	1st Draft of Working Group Report
March 22, 2027	2nd Draft of Working Group Report
July 9, 2027	Final Working Group Report

B. Editorial Style and Format

Although the final Self-Study document will be edited and revised for consistency, working group reports should adhere to the following editorial guidelines:

Category	Style
Software	Microsoft Word
Margins	Standard 1-inch
Font	Time New Roman, 12-point
Justification	Left
Line Spacing	Single
Paragraph	No indentation
Major Headings	Left Justified in bold, upper and lower case, 16 point
Sub Heading (1)	Left Justified in bold upper and lower case, 14 point
Sub Heading (2)	Left Justified in bold, 12 point
Page Numbers	Bottom Right
Acronyms	To use the acronym of the name of an organization or office, spell it out on the first mention, followed by the abbreviation in

| | parentheses. The abbreviation can be used throughout the rest of the chapter. |
| Maximum # of Pages for Working Group Reports | 10 |

VII.   Organization of the Final Self-Study Report

A. Organization

The Self-Study report will reflect a comprehensive approach to institutional self-appraisal and renewal with demonstration that the College is meeting its mission and meeting all the MSCHE Standards. The report will be organized into seven major chapters, each addressing one of the standards. An executive summary will begin the report, and the report will end with a concluding statement.

If the College identifies recommendations for improvement, growth, or development, such recommendations will be generated and listed at the end of the chapter most closely associated with the recommendations. In addition, a summary of all recommendations will be provided in the concluding statement.

B. Accessibility

All documentation, data, appendices and narratives, including the Documentation Roadmap and Self-Study, will be housed in a cloud-based document storage / management solution (Microsoft® SharePoint). Each Steering Committee and Working Group member will be provided write access to folders related to their portion and read-only access to all other documents. Other members of the college community will be provided with read-only access.

At various intervals in the process, printed copies of the Self-Study draft and final documents will also be placed on reserve in the College Library to ensure that students have consistent access to the documents even if they cannot access the SharePoint product.

VIII. Self-Study Timeline

The Self-Study timeline below outlines the major milestones in the Self-Study process, including opportunities for planning, campus engagement, data collection and analysis, report writing and revision, and timely submission of materials, keeping collaboration, transparency, inclusion, and excellence at the forefront. This timeline includes a spring onsite visit to allow all campus community members to engage in the process, provide feedback, and contribute to the revision and submission of a Self-Study Report that reflects Trocaire College accurately and aligns with MSCHE standards and requirements.

Date	Activity

March 2025	Steering Committee selected and began work
July 2025	Self-Study Draft Design completed and submitted to MSCHE
September 2025	Dr. Kristy A. Bishop, MSCHE VP for Institutional Field Relations, visits to review design
September – November 2025	Self-Study Design finalized; working groups assembled and collecting evidence; communication plan developed and in place. Gap analysis reports due to steering committee.
November 2025 – May 2026	Working Groups meet regularly with Steering Committee Co-Chairs to assess progress, handle concerns; Progress communicated at opening meeting spring semester, at mid-semester Town Hall meeting and at Assessment and Planning & Student Affairs Committee meetings. Student focus groups invited to review work performed to date and to provide input and feedback.
June 2026	Early drafts from Working Groups are due. Assessment of identified gaps completed.
August 2026	Progress communicated at fall semester opening meeting.
August – November 2026	Working Groups meet regularly with Steering Committee Co-Chairs to identify gaps and areas lacking documentation or consistency. Progress communicated at mid-semester Town Hall meeting and at Assessment and Planning & Student Affairs Committee meetings. Student focus groups invited to review work performed to date and to provide input and feedback.
November 2026	Site Visit Team Chair selected by MSCHE; dates for team visit and Chair's visit selected. Self-Study Design sent to Team Chair.
January 2027	Steering Committee assembles to review first drafts and to provide feedback. Working Groups send updated chapter drafts. First draft, Self-Study completed.
January 2027	Progress on Self-Study provided at spring semester opening meeting and at Assessment and Planning Committee of the Board meetings.
March 2027	Second draft, Self-Study; progress reported at mid-semester Town Hall meeting. Documents provided for campus community review. Student focus groups provided the opportunity to provide final feedback.
April 2027	Self-Study draft sent to Team Chair, Team Chair on-site visit. Draft Self-Study reviewed by Board of Trustees.
July 2027	Self-Study finalized, approved by the Board of Trustees, and sent to Visiting Team
August 2027	Third party Comment Solicitation due
October/November 2027	Visiting Team on Campus
April 30, 2027	Team Chair must Complete visit by this date
March 2028	MSCHE meets to review and determine final accreditation action

IX. Communication Plan

The College will follow the general plan outlined below to communicate progress and to provide opportunities to gain input from the primary college constituencies.

Timing	Audience	Objectives and Methods
Spring, 2025	All College (faculty, staff, administration)	*Opening Convocation* – General announcement of intent to engage in Self-Study and schedule
	Board of Trustees, all college constituents	*Mid-Semester Town Hall Meeting* – same. Announcement of intent to engage in Self-Study and schedule – presented at *Educational Enterprise Committee* of the Board and reinforced at Board meetings.
Fall, 2025	All College (faculty, staff, administration)	*Opening Convocation* – General announcement of progress on Self-Study and schedule.
	Board of Trustees, All College (faculty, staff, administration, students)	*Mid-Semester Town Hall Meeting* – same. *Board of Trustees* provided with draft Self-Study Design and opportunity to meet with Dr. Kristy Bishop, Vice President, MSCHE, during September 2025 visit. Announcements to all employees and students using official *newsletters* regarding the visit by the MSCHE liaison to review Self-Study Design.
Spring, 2026	All College (faculty, staff, administration, students, Board of Trustees)	Announcement to all college that Self-Study Design has been accepted by MSCHE using official *newsletters*. Announcement at *Educational Enterprise Committee of the Board* and reinforced at *Board* meetings
	Board of Trustees, all college constituents	Announcement of progress in Self-Study and schedule – presented at *Educational Enterprise Committee of the Board* and reinforced at *Board* meetings.
	Students	In late spring, student focus groups will be invited to participate in sessions to review the output of each Working Group and to provide their feedback.
Fall, 2026	All College (faculty, staff, administration)	*Opening Convocation* – Announcement of progress on Self-Study and schedule, including opportunity to review draft Working Group Reports.
	Students	*Mid-Semester Student Town Hall Meeting* - same. Announcement in student *newsletter* of opportunity to review draft Working Group

Timing	Audience	Objectives and Methods
	Alumni, Advisory Groups	Reports. Student focus groups continue to work with Working Groups. Review of Working Group drafts with **Alumni Association** and **Program Advisory Groups**.
Spring, 2027	Board of Trustees, all college constituents	Progress on Self-Study and schedule, including opportunity to review draft Working Group Reports - presented at **Educational Enterprise Committee of the Board** and reinforced at **Board** meetings.
Fall, 2027	All College (faculty, staff, administration) Students Alumni, Advisory Groups	**Opening Convocation** – Announcement of progress on Self-Study and upcoming visit schedule. **Board of Trustees** provided with Self-Study and opportunity to meet with Self-Study team during fall visit. Announcements to all employees and students using official **newsletters** regarding the visit by the team to review Self-Study.
2028	All College (faculty, staff, administration, Board of Trustees, students, alumni, advisory groups)	**Announcement to all constituents** of the results of MSCHE review and accreditation action.

The Educational Enterprise Committee of the Board of Trustees will be provided with regular updates on the work of the Steering Committee and will be provided with first drafts of the Self-Study and Verification documents as they develop. This committee serves as the liaison between the Board and the College on matters of assessment, planning, and accreditation, and will be asked to recommend moving the final Self-Study and Verification documents forward to the Board for approval prior to sending the documents to MSCHE and the site evaluation chair and team.

X. Evaluation Team Profile

A. Team Members

The college desires an Evaluation Team that is both familiar with the Middle States standards and accreditation process and with institutions like Trocaire – those which are relatively small, private, career-focused, and which provide Higher Access. Our highest enrolled programs include Nursing, Medical Imaging and Surgical Technology. Team Members with experience and expertise in these areas would be preferred. Overall, Ideal Evaluation Team credentials would include:

- ▪ <u>Team Chair</u> – President of a small to mid-sized private career-focused college who has familiarity with offering awards at multiple degree levels (e.g., Associate, Bachelor's, and Master's). Familiarity with an active religious affiliation is preferred but not required.

- ▪ <u>Team Member</u>: A finance expert who is knowledgeable about strategic financial planning and who is familiar with creating financial affiliations agreements with other educational entities and/or non-educational entities.

- ▪ <u>Team Member</u>: Chief Academic Officer, Dean, Department Chair or Faculty member, from a relatively small, teaching-based institution that offers Associate and Bachelor's degrees.

- ▪ <u>Team Member</u>: Program director / department chair who is experienced with discipline-specific program accreditation, particularly in the health sciences.

- ▪ <u>Team Member</u>: A Student Affairs expert familiar with methods to identify at-risk students and provide successful support systems.

B. Direct Competitors

With respect to direct competitors, we would prefer to exclude individuals from any institutions from the Western New York region, inclusive of Buffalo, Jamestown, Niagara Falls, Rochester, and Olean. Trocaire as a whole does not directly compete with any particular institution; rather, Trocaire competes with many institutions in the region, depending upon the programs of study they offer. Trocaire College students come from our greater Western New York Environment and after graduation tend to stay and work in this same area. Given our profile of programs, our direct competitors tend to be local, public institutions such as State University of New York (SUNY) Erie, SUNY Niagara, SUNY Alfred State. We also compete with several private institutions particularly in respect to Nursing such as Bryant and Stratton College and Daemen University.

C. Aspirant Institutions

With respect to aspirant or similar institutions, few institutions exist which are substantively similar to Trocaire (offers Bachelor's degrees but primarily graduates students with Associate degrees). In 2025 our Special Focus Four-Year: Other Health Professions Schools Carnegie classification was also designated as Opportunity Colleges and Universities-Higher Access, Higher Earnings. With this change we now have 237 institutions across the country who are comparable; 102 of which are not-for-profit.

The following are Aspirant Institutions who are most closely align with our profile:
Helene Fuld College of Nursing (New York, New York)
Laboure College of Healthcare (Milton, PA)
Manor College (Jenkintown, PA)

Maria College of Health Professions (Albany, NY)
Pennsylvania College of Health Sciences (Lancaster , PA)

XI. Strategy for Addressing Annual Institutional Update Indicators and Metrics

According to the recommendations made in the Evidence Expectations by Standards Guidelines, Trocaire will incorporate data from the Annual Institutional Update (AIU) into the Self- Study Report. In addition, Trocaire will use the Strategic Plan dashboard to monitor aspects of the Strategic plan that have an impact on institutional goals and metrics. Retention, graduation, transfer rates, and student headcount data will be included and analyzed in appropriate chapters, and disaggregated data will be analyzed as the College seeks to bolster student success for all students. Financial data will also be analyzed in relevant chapters, along with IPEDS data and annual financial audits. Steering Committee members have access to the AIUs in the Evidence Inventory, which they can share with Working Groups as they prepare their respective reports.

XII. Evidence Inventory Strategy

The College will follow the Evidence Expectations by Standards Guidelines for the collection and analysis of appropriate documentation. Specific institutional data points will correspond to those outlined in this document. This MSCHE publication has been shared with all Steering Committee and Working Group members, and it is being used to guide the development of the Evidence Inventory. See Appendix I for full document.

Each of the working groups is assigned a Standard folder in the Middle States SharePoint site. These folders store working and final versions of each narrative document that supports the standard. Additionally, an evidence folder is available for each Standard as well as the associated Institutional Priorities and is populated by both the Working Group members as well as the data support manager.

XIII. Assessing the Self-Study Process

Trocaire College recognizes that the success of the reaccreditation process depends not only on the quality of the final Self-Study report but also on the effectiveness with which the process itself is conducted and evaluated. The College will employ a framework to ensure that the Self-Study design, evidence collection, and reflection processes are adaptable, inclusive, and transparent.

Process Quality

While conducting the Self-Study, Trocaire will implement ongoing monitoring and oversight to evaluate the quality and effectiveness of the study itself. The co-chairs of the steering committee and the Accreditation Liaison Officer (ALO) will monitor participation, timelines, and cross-

functional engagement. This oversight will ensure that the Self-Study process is inclusive of the entire Trocaire community, thoroughly documented, and functioning well.

Evidence of process quality will include:
- Working groups deliberately composed of individuals from diverse academic and operational departments, selected for expertise in the subject matter of each standard, with oversight provided by the co-chairs and ALO.
- Active participation by working group members in identifying, gathering, and incorporating appropriate evidence using established guidelines.
- Feedback loops and accountability channels with leadership, ensuring that the co-chairs and ALO keep working groups and each other accountable.
- Regular meetings of the committee and working groups, with minutes stored in a centralized SharePoint folder accessible to all steering committee members.
- Documentation and resources available to all steering committee members, regardless of working group affiliation.
- Evaluation of resource adequacy, ensuring that steering committee and working groups are adequately staffed and provided sufficient time to complete objectives.

Evidence Quality

Trocaire will also assess the quality of the evidence being gathered to ensure that it is valid, reliable, complete, and appropriately used. This includes monitoring stakeholder engagement, as students, alumni, internal employees, and external partners will have opportunities to provide input. Updates will be shared back with the community through announcements, newsletters, and dashboards to maintain transparency.

Evidence quality will be supported by:
- Use of rubrics and templates drawn from Middle States Commission on Higher Education (MSCHE) guidance and past accreditation cycles, as well as frameworks developed organically by working groups during evidence collection and drafting.
- Validation of data by Institutional Research and cross-departmental teams to ensure internal consistency and alignment with MSCHE standards. The ALO and IR liaison will monitor the quality of evidence to ensure analyses are accurate.
- Version control of documents to maintain accuracy and prevent duplication or confusion.
- Peer review across standards working groups to strengthen reliability.
- Compliance reviews conducted by co-chairs, the ALO, and college leadership to confirm alignment with accreditor requirements.

Reflection and Improvement

Finally, Trocaire will evaluate and refine the Self-Study process as it unfolds, ensuring that necessary and beneficial changes are incorporated in real time. Feedback will be solicited from steering committee members both formally (through structured check-in meetings) and informally (via email or conversations). In addition, the steering committee will maintain open

lines of communication with the broader Trocaire community to both solicit and disseminate information.

Reflection and improvement will be demonstrated through:
- Iterative revisions to timelines, documents, and processes, with changes communicated transparently to all participants.
- Risk mitigation practices that identify barriers such as data gaps, staff turnover, or missed deadlines.
- Monitoring of milestones and deadlines through frequently updated tracking documents, promptly addressing areas requiring additional guidance or intervention.
- Impact measurement by assessing whether the self-study process leads to meaningful institutional improvements such as curriculum adjustments, budget reallocations, operational enhancements, or new initiatives.

Regular reflections and conversations with college leadership will ensure that feedback loops and accountability structures remain in place, supporting continuous improvement throughout the reaccreditation process. In this way, Trocaire's approach to "assessing the assessment" will demonstrate not only compliance with accreditor expectations but also a commitment to institutional effectiveness and long-term growth.

Appendix I - MSCHE Evidence Inventory Trocaire

College Requirements of Affiliation

Requirement of Affiliation	Documents, Processes, and Procedures
1. The institution is authorized or licensed to operate as a postsecondary educational institution and to award postsecondary degrees; it provides written documentation demonstrating both. Authorization or licensure is from an appropriate governmental organization or agency as required by each of the jurisdictions, regions, or countries in which the institution operates. Institutions that offer only postsecondary certificates, diplomas, or licenses are not eligible for accreditation by the Middle States Commission on Higher Education.	Original and/or updated College Charter from New York State
2. The institution is operational, with students actively enrolled in its degree programs.	Reports on current enrollment (IPEDS), graduation information (IPEDS), and External Audits
3. For institutions pursuing candidate for accreditation status or the grant of accreditation, the institution will graduate at least one class before the team visit for the grant of accreditation takes place, unless the institution can demonstrate to the satisfaction of the Commission that the lack of graduates does not compromise its ability to demonstrate that students have achieved appropriate learning outcomes.	Not pursuing Candidacy or Initial Accreditation; will provide data (IPEDS) on most recent graduating class with major, degree level, etc.
4. The institution must communicate with the Commission in English, both orally and in writing, including all accreditation materials to support the multi-level accreditation decision-making process.	Copies of correspondence and emails to MSCHE from the college; copy of most recent Institutional Profile.

- **STANDARD I: Mission and Goals**

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Standard I Criteria	Documents, Processes, and Procedures

1. clearly defined mission and goals that:
   a. are developed through appropriate collaborative and inclusive participation by all who facilitate or are otherwise responsible for institutional development and improvement;
   b. address external as well as internal contexts and constituencies;
   c. are approved and supported by the governing body;
   d. guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, program and curricular development, and the definition of institutional and educational outcomes;
   e. include support of scholarly inquiry and creative activity, at levels and of the type appropriate to the institution;
   f. are publicized and widely known by the institution's internal stakeholders;
   g. are periodically evaluated;
	CMHE Biennial Report and Conversation –November 2024
	Mercy Self- Study and Peer Review 2022
	Mission Statement – reaffirmed with strategic plan
	AAC - Strategic Plan- Main Themes- Aug. 8, 2024
	Mission is very clear with the onboarding process with follow-up
	Carlow Round Table
	CMHE (Conference of Mercy Higher Education) has a covenant relationship with Trocaire. They offer ongoing formation with faculty, staff, and students.

2. institutional goals that are realistic, appropriate to higher education, and consistent with mission;	Trocaire 2025 Strategic Plan, including Trocaire Mission re-affirmation

3. outcomes and student achievement that
   a. include retention, graduation, transfer, and placement rates;
   b. consider diversity, equity, and inclusion principles;
   c. are supported by administrative, educational, and student support programs and services;
   d. prioritize institutional improvement; and
	Mercy Action Project (MAP)
	Catherine's Cupboard (Student Food Pantry)
	IDEA Committee
	Mission Committee
	Office of Mission works closely with the Office of Student Life.

4. periodic assessment of mission and goals to ensure they are relevant and achievable.	MHE Biennial Report and Conversation –November 2024 CMHE Mercy Self-Study 2018 and now 2025, 2026 in process

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STANDARD II: Ethics and Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Standard II Criteria	Documents, Processes, and Procedures
1. a commitment to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights;	Academic freedom policy Faculty Handbook Employee Handbook
2. a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives;	Code of Conduct Employee Handbook Faculty Handbook Student Handbook and Planner Faculty and Staff Diversity Table (gender, ethnicity, full vs part time groups) Student Enrollment Table Employee Onboarding/Orientation Diversity Training Sexual Harassment and Sensitivity Awareness Training Student Orientation (Title IX training and at GS classes) Student Populations/Trends PD training (August 25) Student Climate survey Interpersonal Violence Prevention Training (New Student online orientation) Online Netiquette training Campus Climate results/improvement plan (ex. Nursing)
3. a grievance policy that is documented and disseminated to address complaints or grievances raised by students, faculty, or staff. The institution's policies and procedures are fair and impartial and assure that grievances are addressed promptly, appropriately, and equitably;	Policy No. 129: Discrimination & Harassment Grievance Procedure Appeal of Academic Decisions (#663-old; Title III renewal) Student Code of Conduct Handbook Title IX Regulations Trocaire Faculty Association Faculty Senate – Faculty Concerns committee Staff Advisory Council

	Employee Handbook New Hire Orientation and Onboarding Grievance and Outcome Table (Faculty, Staff, Students) Student Concerns Accreditation Contact Information (website/handbook)
4. the avoidance of conflict of interest or the appearance of such conflict in all activities and among all constituents;	Employee Code of Conduct and Conflict of Interest (Policy 151) Board of Trustees By-Laws
5. fair and impartial employment practices, including all phases of hiring, evaluation, promotion, discipline, and separation, with appropriate attention to diversity;	Equal Opportunity Policy Recruitment and Hiring Process Hiring of Full-Time Faculty (Reg.821) Hiring of Staff and Administration (Reg. 822) Search Committee Code of Ethics (Reg. 823) Hiring and Sisters of Mercy Presence (Reg. 824) Hiring Adjunct and Clinical Faculty (Reg. 825) Employment of Relatives (Reg 838) Student and Temporary Employment (Reg. 839) Staff Performance Review (old and new) Faculty Handbook TFA By-Laws Faculty Evaluation Form (old and new) Progressive Discipline of Administrative and Support Staff (Policy 888) Resignation of Employees (Policy 871) Retirement (883, 884) Personnel Records (Policy 841) Analysis of Hiring and Promotion Data
6. honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications;	Trocaire Website Admissions information (Program Info sheets) Accreditation and Program Matrix College Catalog Meetings including President, Town Hall, All College formats Marketing information SharePoint for internal communications The Blaze Trocaire Student Life Newsletter

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	Facebook policy for Student pages Expense Analysis (budget for Marketing, what is utilized) Financial Aid Affordability Letter

7. as appropriate to its mission, has policies, services, or programs in place to:
    a. promote diversity, equity, and inclusion;
    b. promote affordability and accessibility;
    c. enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt;
	Financial Aid Affordability and Shopping Sheet
	Entrance and Exit Counseling
	Financial Aid Website
	College Catalog
	Student Handbook
	Net Price Calculator URL
	Cohort Default Rate (get from IR)
	% Students with Institutional Loans
	Average Student Loan Debt

8. compliance with all applicable government laws and regulations and Commission policies and procedures, including but not limited to:
    a. required information for students and the public;
    b. representation of accreditation status;
    c. full disclosure of information on institution-wide assessments, graduation, retention, certification and licensure or licensing board pass rates;
    d. institution's compliance with the Commission's Requirements of Affiliation;
    e. verification of student identity in distance and correspondence education;
    f. substantive changes affecting institutional mission, goals, programs, operations, sites, and other material issues which must be disclosed in a timely and accurate fashion; and
	Verification of Compliance Report
	Consumer Information Page
	Gainful Employment
	Accreditation Notifications
	Required Information for Federal Regulation
	Valid Degree Granting Authority
	Distance Education Verification
	Student Headcount Data
	Student Support Data (offered and available)

9. periodic assessment of ethics and integrity as evidenced in institutional policies, processes, practices, and the manner in which these are implemented.	College Catalog (reviewed yearly and start of spring semester for major addendums) College Website Student Handbook Student Planner Faculty Handbook Employee Handbook Administrative Advisory Council (get the Title III spreadsheet for policy reviews from Christine)

STANDARD III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

7. Standard III Criteria	Documents, Processes, and Procedures

1. certificate, undergraduate, graduate, and/or professional programs leading to a degree or other recognized higher education credential:
   a. are designed to foster a coherent student learning experience and to promote synthesis of learning;
   b. are assigned a reasonably approximate number of credit hours (or other value) for the amount of work completed by a student;
   c. include sufficient course content and program length appropriate to the objectives of the degree or other credential;
	NYSED
	APCC documents, meeting notes, policy
	Federal Credit Hour guidelines Audit

2. student learning experiences that are designed, delivered, and assessed by faculty (full-time or part-time) and/or other appropriate professionals who are:
   a. rigorous and effective in teaching, assessment of student learning, scholarly inquiry, and service, as appropriate to the institution's mission, goals, and policies;
   b. qualified for the positions they hold and the work they do;
   c. sufficient in number with a core of faculty (full- or part-time) and/or other appropriate professionals with sufficient responsibility to the institution to assure the continuity and coherence of the institution's educational programs;
   d. provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation;
   e. reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures;
	Faculty Handbook, Employee Handbook
	TFA CBA (negotiation timeline/process)
	IPEDS Data
	Faculty/Staff listings on Website
	HR/IR Data
	Faculty Evaluations/Course Evaluations
	Program/Accreditor Review Documents
	College Catalog
	Fact Book (Melt Report)

3. academic programs of study that are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion;	College Catalog IPEDS data
4. sufficient learning experiences and resources to support both the institution's programs of study and the academic progress of all student populations;	Syllabi APCC schedule Assessment schedule Blackboard Training Completion

	IPEDS Data

7. Standard III Criteria	**Documents, Processes, and Procedures**

5. at institutions that offer undergraduate education, a general education program, free standing or integrated into academic disciplines, that:
   a. offers a sufficient scope to draw students into new areas of intellectual experience, expanding their cultural and global awareness and cultural sensitivity, and preparing them to make well-reasoned judgments outside as well as within their academic field;
   b. offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy. Consistent with mission, the general education program also includes the study of values, ethics, and diverse perspectives;
   c. in non-US institutions that do not include general education, provides evidence that students can demonstrate general education skills;
	General Education PLOs
	Assessment Schedule
	Course listing

6. in institutions that offer graduate and professional education, opportunities for the development of research, scholarship, and independent thinking, provided by faculty and/or other professionals with credentials appropriate to graduate-level curricula;	n/a
7. adequate and appropriate institutional review and approval on any student learning opportunities designed, delivered, or assessed by third-party providers; and	n/a – will confirm we do not need to include information for courses taught through Acadeum Course Share
8. periodic assessment of the effectiveness of student learning experiences for all student populations.	Annual Program Reports, Academic Program Review AAC assessment reports Assessment schedules

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STANDARD IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

Standard IV Criteria	Documents, Processes, and Procedures

1. clearly stated, ethical policies and processes to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with institutional mission, including:
 	
  a. accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds;
  b. a process by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational outcomes;
  c. orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience;
  d. processes designed to enhance student achievement including certificate and degree completion, transfer to other institutions, and post-completion placement;
  e. processes to disaggregate and analyze student achievement data to inform and implement strategies that improve outcomes for all student populations;
	Trocaire College website and Catalog – admissions policies
	Admissions Profile using multiple data points such as: Number of inquiries, applications, admits, yield rates, deposit-payers, and newly enrolled degree-seeking students, disaggregated by relevant populations, as appropriate to mission
	  o Admissions and Test Scores survey (Available in IPEDS)
	  o Annual Enrollment Reports
	  o Annual Admissions Funnel Data
	Policies and procedures which ensure ethical marketing practices
	  o Marketing materials for prospective students
	  o Annual Marketing plan
	Evidence of regular evaluation of admissions practices, and the effectiveness of policies, and procedures, consideration of results by key stakeholders, and corrective action when warranted
	  o Admissions policy review process
	  o Updated Admissions policy
	Sample enrollment agreements, as applicable
	Sample marketing materials
	Trocaire College Student Handbook
	Enrollment projections including clear parameters and assumptions on which they are based
	  o Annual enrollment projection data
	Retention Rates (Available in IPEDS and collected in the AIU)
	  o Annual Trocaire College retention reports
	Trocaire student graduation rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)

	College web site and Catalog – Financial Aid
	Financial aid communications and documents
	Financial Aid Profile
	Brochures and other publications on financial aid (Public Disclosures Policy and Procedures)
	Documentation including the URL (Consumer Information website) where students and the public can find information on the cost of attendance and student financial aid data, such as:

- o Cost of attendance, including tuition, fees, and expenses
- o Net price
- o Net price Calculator (URL)
- o (%) students with loans (undergraduate)
- o Discount rate
- o Other

Data on debt and repayment such as:
- o Student loan cohort default rates, 3 year (e.g. College Scorecard)
- o Tuition and fees per student FTE (Available in IPEDS Student Financial Aid survey (undergraduate)
- o Average student loan indebtedness (undergraduate)
- o Students with Pell grants (Available in IPEDS-Student Financial Aid survey)
- o Average Pell grant (Available in IPEDS – Student Financial Aid survey)

Trend analysis of attendance and completion of financial aid counseling sessions or other services designed to educate students.

College Catalog – Academic Policies and Procedures:
- o Preparation programs or courses
- o Basic Skills
- o Developmental Education
- o Other

Basic Skills/ Developmental Education Data, as applicable, including the following:
- o (%) of first-time students enrolled in DevEd during the Fall

	o (%) Basic skills placement
	o (%) Basic skills mathematics and writing course pass rates;
	o (%) first-year retention for students placed in one or more basic skills courses
	Policies and procedures for orientation, advisement, and counseling programs and services
	Trend analysis of data on attendance, participation, and completion of orientation and/or other services
	Expense analysis of related expenses (four years), as applicable
	o $ / % Core expenditures, student support
	o $ / % Core expenditures, academic support
	o $ / % Core expenditures, institutional support
	o Budget reports for these services
	Evidence of processes, programs, and services designed to enhance student achievement (TOP, Trio, Opportunity program, CSTEP, Honors, etc)
	Completions by program when enrollment is over ten students (to protect student identity)
	o (Available in IPEDS-Completions survey)
	Current Student Enrollment Profile, disaggregated by relevant populations
	o Racial groups, FT/PT status, program-enrollment, first-time vs transfer
	International Student Enrollment Data, disaggregated by relevant populations, as applicable
	o Number of foreign/international students enrolled in degree programs
	o Number of foreign/international students enrolled in non-degree programs
	Trend analysis of student achievement data - as appropriate to institutional mission and disaggregated by relevant populations, such as the following:
	o Retention Rates (Available in IPEDS and collected in the AIU)
	o Graduation Rates (100%, 150%, 200%) (Available in IPEDS and collected in the AIU)

	o Transfer Rates (Available in IPEDS and collected in the AIU)
	o Post-Completion Placement rates, as applicable and/or
	Alternative completion measures including but not limited to:
	o Student Achievement Measure (SAM)
	o Outcomes Measures (OM) (Available in IPEDS)
	o Degrees Awarded, by credential level annually (Available in IPEDS)
	o Pass Rates on standardized examinations
	   ▪ Licensure exams
	o Data on Earnings (e.g. College Scorecard for some institutions)
	   ▪ Outcome surveys
	o Other

2. fair and transparent policies and procedures regarding evaluation and acceptance of transfer credits, credits awarded through experiential learning, prior non-academic learning, competency-based assessment, and other alternative learning approaches;	College Catalog – Admissions: Transfer Credit
	
	College Catalog – Academic Policies and Procedures – Prior Learning Credit; Advanced Placement
	
	(AP, CLEP, IB, Military, etc.)
	Transfer credit data (Available in IPEDS)
	Documentation of public disclosure including URL and other public locations of the list of institutions with which the institution has established an articulation agreement (e.g. high schools, other colleges), with evidence of regular updates (Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures and federal regulation 34 CFR 668.43(a)(11)(ii))
	   o BOCES, high schools, ComColleges
	Documentation of training for faculty or other appropriate professionals to properly advise both incoming and outgoing transfer students (Transfer of Credit, Prior Learning, and Articulation Agreements Policy and Procedures)
	   o Advising Training documents for Faculty?
	     ▪ Advising blackboard site
	     ▪ Initial training documents

	o Internal advising training documents for Professional Advisors

3. policies and procedures for the safe and secure maintenance and appropriate release of student information and records;	Policies and procedures for the maintenance and retention of student records
	Registrar – Policies and procedures for release of student
	   information.
	College Catalog – Academic Policies & Procedures:
	   Notification of Rights under Family Educational
	   Rights and
	   Privacy Act (FERPA)
	
	   o Student record policies
	   o Use of technology on campus policy
	   o Security Training & FERPA modules (Safe Colleges training)

4. if offered, athletic, student life, and other extracurricular activities that are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.	Student Headcount by sport or activity, disaggregated by relevant populations
	   o List of Student Life sponsored student clubs, organizations, events and activities
	      ▪ Student Life has web page
	      ▪ Student Gov
	      ▪ External/3rd party organizations/club affiliations
	      ▪ Mission events

5. if applicable, adequate and appropriate institutional review and approval of student support services, designed, delivered, or assessed by third-party providers; and	Policies, procedures, or guidance for the process of development and approval of third-party providers that will deliver student learning opportunities or portions of educational programs. Complete list of current third-party providers delivering student support services (Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines) Sample of current agreements and/or contracts with third party providers of student support services, where appropriate. (Contracts by Accredited and Candidate

	Institutions for Education-related Services; Third-Party Providers Guidelines)
	    o CircleIn contract
	    o PLC appointment software
	    o Horizon Health Services
	    o CastleBranch
	    o IT Vendor – Helpdesk ticket system
	Analysis of Services offered by Online Program Managers (OPMs)
	    o List of educational programs delivered by OPM(s)
	    o (%) of educational program offered by OPM(s)
	    o Agreements and/or contracts with OPM(s), noting any new contracts or changes to terms and conditions of existing contracts
	    o Description of services offered by OPM (e.g. delivery of instruction, recruiting and marketing services, support services, faculty training /qualifications/ compensation, instructional design)
	Evidence of periodic assessment of third-party providers, consideration of results, and follow-up when warranted

6. periodic assessment of the effectiveness of student support services for all student populations with appropriate metrics and evaluation.	Documentation (assessment instrument and analysis of collected data) of the regular evaluation and assessment of student support services, the consideration of results, and follow-up when warranted (TRIO reports, PLC reports) 3-Year Plan – Student Affairs and Annual Reports 3-Year Plan – Enrollment and Annual Reports Institutional Effectiveness Plan and outcomes

STANDARD V: Educational Effectiveness Assessment

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Standard V Criteria	Documents, Processes, and Procedures
1. clearly stated student learning outcomes, at the institution and degree/program levels, which are interrelated with one another, with relevant educational experiences, and with the institution's mission.	Student learning outcomes both institution-wide for General Education and for all individual programs offered at Trocaire College and matrix showing their relationship to each other Documentation of curriculum maps by degree/program levels

2. organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Institutions should:
   a. define student learning outcomes that are appropriate to higher education with defensible standards for assessing whether students are achieving those outcomes;
   b. articulate how they prepare students in a manner consistent with their missions for successful careers, meaningful lives, and, where appropriate, further education. They collect and provide data on the extent to which they are meeting these goals;
   c. support and sustain assessment of student achievement and communicate the results of this assessment to stakeholders.
	Documentation of an implemented, systematic, and sustained process to assess learning outcomes at all levels.
	Documentation of institutional and programmatic student learning goals and objectives.
	Data on student completion of educational goals (certificate and degree completion, licensure exam success)
	Documentation of communication of results of assessment to stakeholders.
	Documentation of benchmarking data presented to program advisory boards.

3. consideration and use of disaggregated assessment results for all student populations for the improvement of student learning outcomes, student achievement, and institutional and program-level educational effectiveness;	Analysis of student learning assessment results appropriate for all programs at institutional and unit levels for programs with more than twenty students enrolled (to protect student identity) List of assessment approaches used in educational effectiveness assessment by program and student learning outcome (or appropriate samples) Analysis of four years of student achievement data, disaggregated by relevant populations, to help interpret educational effectiveness assessment results/summaries Where applicable, post-completion job placement

	rates, disaggregated by program
4. if applicable, adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third party providers; and	Policies, procedures, or guidance for the process of development and approval of third-party providers that will assess student learning

List of agreements and/or contracts with third-party providers offering assessment services, as applicable

Sample agreements and/or contracts with third-party providers offering assessment services, as applicable. *(Contracts by Accredited and Candidate Institutions for Education-related Services; Third-Party Providers Guidelines)*

Evidence (assessment instrument and analysis of collected data) of periodic assessment of third-party providers |
| 5. periodic evaluation of the assessment processes utilized by the institution for the improvement of educational effectiveness. | Evidence of Trocaire's plan for periodic assessment of assessment policies and procedures, the consideration of results, and follow-up when warranted |

STANDARD VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Standard VI Criteria	Documents, Processes, and Procedures
1. institutional objectives, both institution-wide and for individual units, that are clearly stated, assessed appropriately, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and are used for planning and resource allocation.	Organizational charts for institution and all divisions and units Organization charts for senate, councils, and committees Division/ unit goals and objectives Summaries or cross-walks of division/unit goals and objectives with key assessment results Documentation of an implemented, systematic, and sustained institutional assessment process linking the assessment and evaluation process to budgeting, planning and resource allocation Trocaire 2025-2028 Strategic Plan Division/Steering Group Project Planning 3-Year Plans Individual Performance Goal Setting Budget process and documents showing link to Strategic Plan 3-Year Enrollment Financial Projections Add – 2% Profit Sharing Letter
2. clearly documented and communicated planning and improvement processes that provide for constituent participation;	Documentation of planning and assessment processes used to make improvements Evidence of consideration and use of appropriate assessment by key institutional and unit stakeholders for identifying opportunities for innovation and/or the improvement of educational effectiveness at division/unit levels Trocaire 2025-2028 Strategic Plan Institutional Effectiveness Plan Budget Letter & Process – all members of the community participate in process
3. planning that integrates goals for institutional effectiveness and improvement, including a focus on student achievement, educational outcomes, overall institutional improvement, and the results of institutional assessments;	Most recent institutional strategic plan or institutional effectiveness plan, or other documentation of strategic planning or institutional

	effectiveness planning Evidence of integrated planning processes that include student achievement and institutional improvement goals in the development and implementation of the institution's strategic plan and resource allocation Evidence of regular reporting on institutional performance on key performance indicators (KPIs) Evidence of analysis of KPIs tied to strategic or institutional effectiveness planning Evidence of review of KPIs by institutional stakeholders, including members of the board, senior staff, and collegial governance organizations Trocaire 2025-2028 Strategic Plan Annual Schedule Showing Linkage of Strategic Plan Assessment, Performance Review, Goal-Setting, Budgeting and Resource Allocation Budget processes and associated documentation showing link to Strategic Plan and to outcomes assessment Last 5 years of approved budgets and associated major outcomes (e.g., renovation of Transit Road facility) VET Program/Building Addition Medaille Purchase
4. planning for diversity, equity, and inclusion that is aligned with the institution's mission and goals, maintains sufficient resources, and leads to institutional improvement;	Evidence of the application of diversity, equity, and inclusion principles in the development and implementation of the institution's strategic plan and resource allocation Student Headcount Data, disaggregated by relevant populations Fall Enrollment (Available in IPEDS and collected in the AIU) 12 Month Enrollment (Available in IPEDS and collected in the AIU) Graduate Enrollment Human Resources Data, disaggregated by relevant populations (Available in IPEDS) Faculty headcount

	Administrative and staff headcount 3 Year Master Facilities Plan 3 Year Technology Plan Contracts for provision of technology services including Moodle, CAMS/Elements, Advance2000/AIS 3 Year Human Resources Plan Lease Agreement with Catholic Health
5. a financial planning and budgeting process that is aligned with the institution's mission and goals, evidence-based, and clearly linked to the institution's and units' strategic plans/objectives;	Evidence that the institution's budgeting process is aligned with the institution's strategic or institutional effectiveness plan: Current fiscal year institutional budget or other comparable documentation Unit mission statements, as applicable Unit budgets, as applicable Budgeting policies and procedures Budget projections, including clear parameters and assumptions on which they are based Evidence that the institution's enrollment management planning process is aligned with the institution's strategic or institutional effectiveness plan: Enrollment projections, including clear parameters and assumptions on which they are based [Strategic] enrollment management plan, as applicable Analysis of enrollment trends Evidence that the institution's long-term financial planning reconciles the financial plan to the institution's financial capacity and assesses risk factors: Financial planning policies and procedures Long-term financial plans, three-five year, as applicable Underlying assumptions of the financial plan and evidence of the viability of those assumptions

	Organizational Chart
	Governance structures and associated documentation including:
	  Board of Trustees and By-Laws
	  President's Council
	
	  Administrative Advisory Council,
	  Faculty Senate and By-Laws,
	  Staff Advisory Council and Regulation

6. fiscal and human resources as well as the physical and technical infrastructure adequate to support its operations wherever and however programs are delivered;	Human Resources Data, disaggregated by relevant populations (Available in IPEDS) Faculty headcount Administrative and staff headcount Evidence of adequate resourcing at all branch campuses and additional locations Expense Analysis of related expenses (four-years), as applicable $ / % core expenditures, instruction $ / % core expenditures, public service $ / % core expenditures, research $ / % core expenditures, academic support $ / % core expenditures, student support Trocaire 2025-2028 Strategic Plan Capital budget – process and allocation Annual Budget process with explicit linkage to Trocaire 2022-2028 Strategic Plan 3-Year Master Facilities Plan 3-Year Technology Plan – Steering Project Plan? Space Utilization Analysis and Recommendations
7. documented financial resources, funding base, and plans for financial development, including those from any related entities adequate to support its educational purposes and programs and to ensure financial stability;	Financial ratio analysis appropriate to institutional type: Primary reserve ratio (expendable net assets / total expenses) Net Operating Revenue Ratio (net operating income / total operating revenue) Return on Net Assets Ratio (change in net

	assets / total net assets) Viability Ratio (expendable net assets / long-term debt) Composite Financial Index (-4 to 10) Capitalization Ratio ($) Debt service, last four years Tuition discount rate Instructional expense per credit hour Where possible, SEC 10K filings or Form 990 Documentation of funding streams from related entities and analysis of the institution's financial independence from a related entity Analysis of state and local appropriations, as applicable Bond Ratings, as available Most recent 3 years documentation of Annual Audit Reports and Management Letters
8. a record of responsible fiscal management, including preparing a multi-year budget and an annual independent audit confirming financial viability and proper internal financial controls, with evidence of corrective measures taken to address any material findings cited in the audit or an accompanying management letter;	Annual financial audit for four most recent fiscal years, with management letters, where appropriate (Collected in the AIU) Any appropriate supporting documentation to assist with understanding financial statements, such as annual audit for related entities such as system administration Evidence of follow-up on any findings or material weaknesses, where warranted 5-year Enrollment Projections 5-year Financial Projections Space (now 3 year plan) Utilization Analysis and Recommendations Balance Sheet
9. well-defined, inclusive decision-making processes and clear assignment of responsibility and accountability for achieving institutional and unit effectiveness;	Organizational charts for the institution, including divisions and units Sample of agenda and decision-making meeting minutes Expense Analysis of related expenses (four-years), as applicable s $ / % core expenditures, institutional

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	Support Trocaire 2025-2028 Strategic Plan – Dashboard measures Performance Dashboard - Assessment and Planning & Student Affairs Committee of the Board
10. comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes;	Comprehensive plans for facilities, equipment, and supplies Description of physical facilities, including space for instruction, library, student support services, and administrative services Capital facilities master plan Information technology master plan Facilities condition analyses Deferred maintenance costs and plans Space utilization studies Capital budget and expenditures IT expenditure and replacement cycle documentation Documentation regarding ownership (titles, mortgages, liens), and rental and lease agreements (contracts) Copies of insurance policies currently in force (fire, casualty, and liability) Sample of agreements and/or contracts with third party providers for key business functions Analysis of the level of outsourcing key business Functions Trocaire 2025-2028 Strategic Plan Annual Budget process with explicit linkage to Trocaire 2025-2028 Strategic Plan 3-Year Master Facilities Plan 3-Year Technology Plan Space Utilization Analysis and Recommendations

11. compliance with its program responsibilities under existing federal title IV and other state laws and regulations, including any audits of financial aid programs as required by federal and state regulations;	Program participation agreement (PPA), most recent Statement of Accreditation Status (SAS) (PDF Format) (dated) Eligibility and Certification Approval Report (ECAR), most recent Heightened Cash Monitoring (HCM) Status, if applicable Title IV Responsibilities (Verification of Compliance - Title IV Responsibilities and federal regulation 34 CFR 602.16(a)(1)(x)) Three-year official cohort default rate (College Scorecard or Institution) Financial responsibility composite score / composite score index Most recent Program Review Determination Letter (Final Program Review Determination Letter of Expedited -Determination Letter; correspondence) Single Audit (OMB Circular A-128; OMB Circular A-133, 2 CFR 200 Subpart F: Uniform Guidance) USDE Correspondence and institutional response related to limited, suspended, terminated eligibility to participate in Title IV For Profit Institutions - 90/10 Rule – percentage of revenue from federal fund Grants – Title III, HEOP/TRIO, C-Step?
12. strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals; and	Evidence of resource planning and analysis of resource utilization Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation Decision

13. periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.	Evidence of discussion and use of evidence noted above by governing body, chief executive officer, staff, and faculty in budgeting, planning, and resource allocation Documentation of an implemented, systematic, and sustained institutional assessment process linking planning, assessment and resource allocation decisions Consultant and taskforce reports, as applicable

STANDARD VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purposed, and it operates as an academic institution with appropriate autonomy.

Standard VII Criteria	Documents, Processes, and Procedures
1. a clearly articulated and transparent governance structure that outlines roles, responsibilities, and accountability for inclusive decision making by each constituency, including the institution's legally constituted governing body, administration, faculty, staff, and students, as well as any related entities;	Trocaire College Organizational chart (names and titles of the individuals in each position) Diagram of governance structure including related entities College Charter Board of Trustee By-Laws Administrative Advisory Council – Charge. Faculty Senate Constitution and By-Laws Staff Advisory Council Regulation Student Governance policy statement

2. a legally constituted governing body that:

   a. serves the public interest, ensures that the institution clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution;

   b. has sufficient independence and expertise to ensure the integrity of the institution. Members must have primary responsibility to the accredited institution and not allow political, financial, or other influences to interfere with their governing responsibilities;

   c. ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution;

   d. oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and by laws, and the assurance of strong fiscal management;

   e. plays a basic policy-making role in financial affairs to ensure integrity and strong financial management. This may include a timely review of audited financial statements and/or other documents related to the fiscal viability of the institution;

   f. appoints and regularly evaluates the performance of the Chief Executive Officer;

   g. is informed in all its operations by principles of good practice in board governance;

   h. is not chaired by an institutional or system representative to avoid conflict of interests;

   i. establishes and complies with a written conflict of interest policy designed to ensure the impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial or other interests that could pose or be perceived as conflicts of interest. A majority of members have no employment, family, ownership, or other personal financial interest in the institution;

   j. supports the Chief Executive Officer in maintaining the autonomy of the institution;

   k. makes freely available to the Commission accurate, fair, and complete information on all aspects of the institution and its operations and ensures the institution describes itself in

Conflict of Interest Policy and signed forms by members of the Board and Leadership team.

By-laws and other institutional documents identifying the Board as legally responsible for the institution and its role in governance.

Ethics Code and/or other ethics policies of the Board.

A list of current governing board members (name, affiliation, and occupation; members who are remunerated by the institution through salaries, wages or fees; members who are creditors of the institution, guarantors of institutional debt, or active members of businesses of which the institution is a customer).

Succession planning for board members and senior leadership

Minutes from Board and Board Committee meetings, such as Assessment and Planning, Finance, Institutional Advancement, etc.

Documentation at the President has undergone evaluation by the Board – self and 360 reviews

The description of who we are that we share with agencies

comparable and consistent terms to all of its accrediting and
regulatory agencies.

☐ a Chief Executive Officer who:
 	
    a. is appointed by, evaluated by, and reports to the governing body and shall not chair the governing body;
    b. has appropriate credentials and professional experience consistent with the mission of the organization;
    c. has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission;
    d. has the assistance of qualified administrators, sufficient in number, to enable the Chief Executive Officer to discharge his/her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.
	Dr. Deeb's CV
	Leadership Council Members Bios and CVs
	Organizational chart for the institution (names and titles of the individuals in each position)
	Documentation of when the president was appointed and that he was appointed by the board.
	Documentation that shows how the president is evaluated by the board self-evaluations, board performance reviews and 360 reviews.
	Policies and procedures for continuity of leadership or succession
	Policies and procedures or by-law provisions outlining search for and appointment of Chief Executive Officer (CEO)

4. an administration possessing or demonstrating:
 	
    a. an organizational structure that is clearly defined and that clearly defines reporting relationships;
    b. an appropriate size and with relevant experience to assist the Chief Executive Officer n fulfilling his/her roles and responsibilities;
    c. members with credentials and professional experience consistent with the mission of the organization and their functional roles;
    d. skills, time, assistance, technology, and information systems expertise required to perform their duties;
    e. regular engagement with faculty and student in advancing the institution's goals and objectives;
    f. systematic procedures for evaluating administrative units and for using
	Trocaire College Organizational Chart
	Trocaire 2020 Strategic Plan
	
	C.V.s – Administration members
	  • (Analysis of credentials and professional experience consistent with the mission of the organization and their functional roles)
	  • Analysis of skills, time, assistance, technology, and information systems expertise required to perform their duties
	  • Evidence of regular evaluation of administration assessing if they have the skills, time, assistance, technology, and information systems expertise required to perform their duties
	
	Trocaire Faculty Association Collective Bargaining Agreement
	
	Employee Handbook
	
	Staff hiring, promotion, discipline policy regulations
	
	Policies and procedures for the review of units, with evidence of assessment and evaluation

TROCAIRE COLLEGE

MSCHE

	Faculty Senate Constitution and By-Laws
	Documentation of All-College Meetings
	Institutional Effectiveness Plan
	Annual Reports from all Divisions
	Human Resources Data, disaggregated by relevant populations (Available in IPEDS) o Faculty headcount o Administrative and staff headcount
	Student Satisfaction Survey Best Colleges to Work for Survey

Standard VII Criteria	**Documents, Processes, and Procedures**
5. periodic assessment of the effectiveness of governance, leadership, and administration.	Trocaire *2025-2028 Trocaire Strategic Plan* 360 Degree Performance Reviews of Leadership Council members Board of Trustee Annual Survey Consultant and taskforce reports CREDO report